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| **Meeting:** Literacy Workgroup | | | **Roles:** Note Taker: | | Timekeeper: |
| **Date:** May 25, 2011 | | **Start Time:** 8:30 | **End Time:** 3:00 | |  |
| **Location** Holiday Inn Express- Albany | | | **Participants:** Marcia Atwood, Christina Cloidt, Lorrie Gumanow, Kathleen Lind, Sue Locke-Scott | | |
| 8:30 | **Topic: Welcome**   * **Key Points:** * Inclusion activity * Review agenda * Expectation of Skill Set Practice * **Questions:** * Are there any additional topics that need to be addressed? | | **Process:**  “I’m In”  Dialogue  Discussion | **Outcome:**  **To Do:** | |
| 8:45 | **Topic: Process Statewide Meeting Presentation**   * **Key Points:**    + Review feedback   + Content/Process Reflection   + Next Steps: Planning for follow up     - Statewides/Regional Training??? * **Questions:** * What worked, what didn’t work and what recommendation do we have for ourselves? | | **Process:**  Dialogue  Discussion | **Outcome:**   * Would have liked to have seen data broken out by session * Would like to have access to others sessions in order to further our learning * People want more * Needed more time for complete delivery of sessions * September statewide: 3 hours * Combine Adolescent and Assessment activities * PD Center will be awarded but not ready to plan for Sept. * Spoke about specific feedback and how it informs each of us in the future for more effective sessions * Programs? No recommendations- assistance in researching opportunities for learning/instruction and how to ask probing questions to guide that research * Who’s role is it to provide the network with base skill regarding research, what is it, what does it mean, and what vocabulary is associated with research?—TAC * Create a webquest to come to statewide with ‘stuff’-Sept is too soon but good idea   **To do:**   * Post or mail materials from sessions to each other (can be done on the wiki) * Summer work for Lit Wkgp presentation for Sept.   + Expectations: 3 things as products: here is your letter, here is your data and what goals, systems and students and what are activities that are based on the LQIs for the QIP   + Create data sets over summer for ‘case studies’-   + 3 levels: elem, middle, hs   + Instructional strategies and what additional data do you need…   + ½ day session: package information electronically and share with everyone   + What can you do in advance?   + How do you incorporate SQR data?   + Conference calls…   + Group development   + Graphic development | |
| 10:00 | **Topic: Accountability System Integration and the work of the Network**   * **Key Points:**   + SQR   + Assessing Instruction   + LQIs * **Questions:** * What tool(s) can we develop to assist SESIS’ when developing QIPs, planning PD, and monitoring progress? | | **Process:**  Dialogue  Discussion | **Outcome:**   * We have SED liaisons who will ensure we are included in the regional SED meetings for accountability rollout; ‘train’ the district people * NYC is different * Kept our name of designations but using NCLB identifiers * NCLB is a bldg designation; IDEA is a district designation * Reviewed SQR requirements; SED led means SED Liaison * Data collection can be gathered in Sept-enhanced SQR   **To Do:** | |
| 11:00 | **Topic: SQR meets QIP Development**   * **Key Points:** * Review SQR as is * How to ‘enhance’ the SQR for SWDs and instruction, specifically literacy? * Development of the Literacy portion of a walkthrough tool | | **Process:**  Dialogue  Discussion | **Outcome:**  **To do:**  Scott, Becky, Patti Slobogin: Behavior  Celia, Cindi, Valerie: SDI  Sue, Janelle: Literacy | |
| 12-ish | LUNCH | | | | |
| 1:00 | **Topic: Text Based Protocols**   * **Key Points:** * Unmistakable Impact * **Questions** * What have we learned that we want to be sure to use in our work? * How can we use it in our work within the network? | | **Process:**  Dialogue  Discussion | **Outcome:**   * Case study   **To Do:** | |
| 2:00 | **Topic: Party Favors**   * **Key Points:**    + Identify next book to read * **Questions:**    + What protocols will we use to interact with this new title? | | **Process:**  Dialogue  Discussion | **Outcome:**   * Case Study * New Books   **To Do:**   * Next Book: Understanding and Using Reading Assessment * Read chapters 1 & 9 by Sept. Lit Wkgrp * Make direct connections to QIs * How does it impact swds and gen ed * What have we done or what will we do with this on the school/qip/classroom level? * What does this mean for teachers as PD?   Does IRA have book study questions for this book????Teachers guide or book study guide????  Can download IDA conference handouts in March- NYBIDA.org | |
| 2:45 | **Topic: Wrap-up**   * **Key Points:** * Other items * Pluses and Wishes * **Questions:** * Are there any other items in which we need to engage in a dialogue or discussion? * What are some things we as a group appreciated or things that supported our learning? * What are some things we wish the group had done more of, less of, or differently? | | **Process:**  Dialogue  **Activity:**  Individual Reflection Write pluses and wishes on sticky notes and leave on tables. | **Outcome:**   * Meeting dates: drop Dec instead do as phone conference | |